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Ontario,  
EDUCATION COMMITTEE.  
[Proceedings... 1869.]

TUESDAY, JAN. 19, 1869.

Present:—Hon. Mr. CAMERON, *Chairman.*  
" " McMURRICH,  
Messrs. BEATTY,  
" CHRISTIE,  
" COYNE,  
" CRAIG (Russell),  
" CROSBY,  
" CUMBERLAND,  
" FERRIER,

Messrs. GREELY.  
" LAUDER,  
" McDougall,  
" MCGILL,  
" RYKERT,  
" SCOTT (Ottawa),  
" SINCLAIR,  
" TETT,  
" WILLIAMS (Durham).

The CHAIRMAN said he had received a letter from Rev. Dr. Barclay, stating that he desired to correct to some extent the evidence he gave on Friday.

Rev. Dr. BARCLAY, being re-called, said:—I was asked a question on Friday as to the relative numbers of those who went up from the Grammar School directly to the University, and those who went up to the University, through Upper Canada College, from the Grammar School. I was not prepared to make an exact statement of the numbers at the time, but have taken means to inform myself since. From the published honor-lists of the University, with the assistance of one of the Masters of the Grammar School, I have drawn up this paper which I now submit:

The CHAIRMAN read the paper put in by Dr. Barclay, which was as follows:—

"From the Toronto Grammar School, since the year 1858,

26 pupils have gone up directly to the University,

8 " " to Upper Canada College previous to entering University.

Of the 26 who went up directly from the Grammar School to the University,

20 gained first-class honors in some subject,

24 gained second-class honors in the same or some other subjects.

3 gained scholarships.

These honors and scholarships were all gained at the Matriculation Examinations.

1st year at the University—17 first-class honors were gained.

15 second " "

2 scholarships " "

2nd " " 14 first-class honors "

9 second-class " "

5 scholarships " "

3rd " " 5 first-class honors "

3 scholarships " "

4th " " 7 first-class honors "

2 second-class " "

4 medals { 1 Classical,  
{ 2 Mathematical,  
{ 1 Natural Science.

" These honors were chiefly in Classics and Mathematics, and the above list is drawn up from the published Honor-Lists of the University. It is correct so far as it goes, but there may be omissions.

" Of the above, six students went up to the University in the year 1861, and five in 1864.

" Of the above, eight students who went from the Grammar School to Upper Canada College, two are still there, and the remaining six obtained at the Matriculation Examinations of the University, 16 first-class honors, 3 second-class honors, and six scholarships.

" Of the other pupils who have attended the Toronto Grammar School since 1858, 20 are known to have entered in the Ministry, 9 the Law, 9 Medicine, and 15 became Teachers."

Dr. BARCLAY proceeded:—I was asked another question with regard to the amounts received by the Toronto Grammar School from the Grammar School Fund, and the amounts contributed by the City Corporation. I think I answered that I thought about \$1000 a year was received from each source. This was the case at one time, but is not so now; and I have drawn up a list also obtained from public documents, shewing the actual amounts paid each year from each source since 1858. This paper is as follows:—

TORONTO GRAMMAR SCHOOL.

*Financial Statement from 1858 to 1868 inclusive.*

Apportionment from Grammar School Fund.	Annual Grant from Toronto City Corporation.
1858 ..... \$1000 58.....	\$1000 00
1859 ..... 1000 00.....	1000 00
1860 ..... 1100 00.....	1000 00
1861 ..... 1130 00.....	1000 00
1862 ..... 1140 00.....	1000 00
1863 ..... 1124 00.....	800 00
1864 ..... 1600 00.....	600 00
1865 ..... 2000 00.....	600 00
1866 ..... 2100 00.....	1050 00
1867 ..... 1654 00.....	827 00
1868 ..... 1740 00.....	870 00
<hr/> Total.....\$15588.58.....	\$9747 00

Annual average amount of Grants from both sources.....\$2303 23  
" " Fees of Pupils, about..... 750 00

I was asked another question as to the claim we made on the property now in possession of Upper Canada College. As reported by the press my answer reads as if we had claimed the whole of the property now in possession of Upper Canada College. Of course I was referring to Block D, and to no other property but that. That was the only property we claimed of Upper Canada College at the time I referred to.

BY MR. CHRISTIE.

Q. Did you investigate as to whether there was any other property held by Upper Canada College?

A.—I did not. In the answers I gave on this point I was referring to the information Mr. Samuel Ridout gave me. This had reference exclusively to the site of our buildings, of course including the whole of the block of which it was a part, known as Block D.

Rev. Dr. McCaul re-called.

BY MR. McDougall.

Q.—I am informed that you misunderstood a question I put to you on Friday, and I should like to repeat it, as it was important. I asked whether you thought it practicable, with a view to economy, to make every Grammar School in the Province an efficient Preparatory institution for the University.

A. I did not hear this question, as put to me on Friday. It seems to me the point

of the question, as between the Grammar Schools and Upper Canada College, is contained in that of economy. For it would naturally be the desire of all to have every Grammar School efficient, but it would cost a great deal of money to have all the Grammar Schools as efficient as you would wish to have them. But of course it is desirable to make them as efficient as you can. Under the circumstances, I think the maintaining of Upper Canada College was a necessity ; and at present the proposed measure with reference to the establishment of Collegiate Institutes, is another move in the same direction. It is found now that one efficient Grammar School on a large scale is not sufficient—and the proof that Upper Canada College is not sufficient, is to be found in the fact of the establishment of Helmuth College, and of Trinity College School. I think, therefore, that the proposition in the Grammar School Bill, to have Collegiate Institutes, is a move in the right direction. My desire certainly would be to have the Grammar Schools rendered as efficient as possible—and I think that even the degree of efficiency that some expect in the Collegiate Institutes would be no more than would be necessary, so far as Masters are concerned, for efficient Grammar Schools ; but it would take a great deal of money to have all the Grammar Schools placed in that position.

MR. LAUDER.—I understand the opinion of the witness to be, that there is necessity in this country for the establishment of these Collegiate Institutes, or something similar to them, as shown by the establishment of such institutions as Hellmuth College, and Trinity College School.

WITNESS.—My idea would be—if you cannot make all the Grammar Schools as efficient as you would wish, at all events make some of them.

BY MR. CUMBERLAND.

Q.—I should like to obtain from you, with your great experience and knowledge of the practical working and *status* of Grammar Schools at present, your idea, whether the opinion expressed in Mr. McDougall's question is right or not right. If the Grammar Schools of the country were raised to a standard, which would make them efficient feeders to a University, would that standard, in your opinion, be suitable to the great majority of the local pupils, who may be expected to attend the Grammar Schools ?

A.—My idea of the efficiency of any educational institution, beginning with the University, has always been this—that it cannot be considered efficient, unless so far as it can prepare the majority of its pupils for the positions in life they may be expected to occupy. That I believe to be the true criterion of the efficiency of any such institution. Hence you must frame your course of study so as to suit the requirements of this country. Accordingly the regulations of our University, while framed generally on the model of the older Universities, has been moulded in such a way as to be adapted to the circumstances of the country. As to the Grammar Schools, if they are to be at all efficient, my idea is that they should invariably give an English education as it is called. An education which would qualify men for the majority of the ordinary positions in life should be an essential part of its course of instruction. In this respect I have never been satisfied that, even at home, the Grammar Schools efficiently discharged their duty. I refer to those I was acquainted with when in the old country. For example, the monstrous spectacle was presented of a man who had passed through a Grammar School and took high standing there, afterwards finding the easiest questions on arithmetical tables troublesome to him, and knowing nothing of things that were really useful for the business of life. In answer to Mr. Cumberland's question, I would say that I think it would be quite possible to make the Grammar Schools efficient as feeders to a University with a view to high attainments in classics and mathematics, and yet have them so that they would not be suited to the circumstances of the locality at all. This, however, would not be the case, if attention to the English branches, the Natural Sciences, and Natural Philosophy, were made an essential part of the course. I think, if a Grammar School were rendered efficient by having Masters that could teach classics, mathematics, and the elements of Natural Philosophy, and the Natural Sciences, as well as English, it would be quite suitable for the country. I may say that I was therefore very anxious with regard to the suggestion that was made as to the introduction of Greek and Latin into the proposed High Schools. I think, as I stated the other day, that in every High School the classics ought

to be taught, so that boys who might have a taste for it, should have an opportunity of being instructed in that branch; and I think, if it was not taught, you would be depriving the sons of men in humble circumstances of their chances of attaining to the very highest position as scholars. You should ascertain whether the boys had the taste for it or not. If they had no taste for it, or if their parents, with the objects in life which they proposed for their boys, did not wish them to be instructed in classics, it should not be made compulsory—there ought to be an option.

*Q.*—Then, if the Grammar Schools were made to fulfil the double functions you indicate—that of acting as efficient feeders with respect to the higher classical and mathematical teaching, to a University—and that of preparing pupils for the ordinary pursuits of life by thorough instruction in the English branches, as suited to the requirements of the locality, would not that in your opinion greatly increase the expense of each school?

*A.*—Certainly; and then the question comes up as put by Mr. McDougall, as to economy.

BY MR. LAUDER.

*Q.*—Is it, or is it not, your opinion, that the country Grammar Schools, with their present standard and their present course of instruction—supposing a boy goes sufficiently and properly through it—would bring him up to that standard which would fit him for successfully matriculating in the University?

*A.*—All I can speak of is as regards the results. Mr. Young, who has been Inspector of the Grammar Schools, is a much better authority on that subject than I would be. All I know is the result, when these boys come up from the Grammar Schools to the examinations of the University; and, as a member of the Council of Public Instruction, I am persuaded of this: that, if the course laid down by that body were carried out, the results would be very good indeed.

*Q.*—In fitting the boys for successful matriculation?

*A.*—Quite so. But there might be an advantage in introducing more of higher English, which, I think, would be an improvement.

*Q.*—Then, supposing the course were properly carried out in the country Grammar Schools, by an efficient staff of masters, there would be no necessity for raising the standard?

*A.*—No.

*Q.*—And, if the Head Masters had sufficient assistance, there would be no necessity for increasing the expenditure of these schools?

*A.*—The additional expenditure would be on the salaries of the Assistant Masters. I know that, in some cases, in the Grammar Schools (I have had the information from the Masters themselves), it is impossible for one man to attend to all the departments; and, really, if you had had as much experience as I have had, in the examinations, you would actually look with admiration on the results accomplished by one man. I have sometimes had pupils from the Grammar Schools sent up with such acquirements, that I have looked on them with astonishment. On inquiry, I found that the Grammar School Masters who sent up these boys were themselves the sole teachers in their schools, and worked up the instruction of the boys out of school hours. In one case, a gentleman, who was a Grammar School Master, devoted his evenings regularly to the preparation of the boys. If he had not done so, he never could have fitted them as he did for successful matriculation, as he had so many boys to look after.

BY MR. McDougall.

*Q.*—That was an exceptional case?

*A.*—Yes.

BY MR. COYNE.

*Q.*—From your experience, do you think it would be desirable that Upper Canada College should be placed under the same system of inspection as the Grammar Schools of the country?

*A.*—I see no objection to inspection; but I do not think that of the Grammar Schools, as to the examination of pupils, the best form of inspection. It throws too much

labor on the Inspector, and I consider it would be better if the Grammar School Master had himself something to do with the examinations for the admission of pupils. As regards Upper Canada College, I think there can be no possible objection to the inspection of it, but I am of opinion that the examination of pupils for admission should rest with the Principal.

BY THE CHAIRMAN.

*Q.*—Did you not say the other day that, if you were Principal of Upper Canada College, and the examination was to be the duty of an Inspector, you would resign the position ?

*A.*—What I meant by putting it in that strong way was this. Such an examination, I consider, would be equivalent to an expression of want of confidence in the Principal. I think if a Principal of Upper Canada College were not qualified to examine pupils for admission to that institution, he would not be fit for his position.

BY MR. CHRISTIE.

*Q.*—Would it, in your opinion, be more derogatory to Upper Canada College than to any Grammar School, to be placed under such a system of inspection as is pursued with reference to the Grammar Schools ?

*A.*—Were I there I should not think so. The great difficulty in my time was, that we could not get any persons to attend the examinations.

Question repeated.

*A.*—You mean exactly the same system of inspection ? I think, in Upper Canada College, you would expect to have masters of higher standing than you have in the Grammar Schools—simply because the salaries are higher. You should get better men for higher salaries.

*Q.*—Are the qualifications of Upper Canada College masters, so far as they have fallen under your cognisance, sufficient to create in their favour a special exemption from the supervision applied to the other Grammar School Masters ?

*A.*—The fact is they are under supervision now. Upper Canada College is supervised by a Committee of the Senate. The question, it seems to me, would be—are you to alter the existing statute by which Upper Canada College is supervised by a Committee of the Senate ? If it were thought advisable that there should be an Inspector who should go there and inspect it ; and if I were Principal of Upper Canada College I should have no objection to an inspection under the law. And there may be this difference now from the position of matters in my time. In my time the Principal and the masters derived no benefit from the number of the boys. I do not think that was the best arrangement. I believe it is better to have a small portion of the salary or income contingent on the number of boys. But, if the number of boys admitted increased the emoluments of the masters then I am inclined to think there might be some control over the unlimited admission of pupils.

BY MR. COYNE.

*Q.*—Do you not think it would conduce to the advantage of the educational interests of the country if Upper Canada College should be placed under the same general system of control as the Grammar Schools, as performing in one sense the same work ?

*A.*—I think the Committee of the Senate should be able to discharge that duty.

*Q.*—But would it not be desirable that Upper Canada College performing the same work, and alike supported by the public, should be placed under the same supervisory control as the Grammar Schools of the country ?

*A.*—My feeling is, that if it would increase the public confidence in the institution it would be much better to have it. I am strongly in favour of whatever will secure the public confidence. If the public would feel more confidence in having the Inspector of Grammar Schools report on Upper Canada College than they would have in the report of the Committee of the Senate I would have that system. I certainly would prefer the system the public would derive most benefit from, or would believe they derived most benefit from.

BY MR. LAUDER.

Q.—Is it your opinion that the transference of Upper Canada College from the inspection, control, and management of the Committee of the Senate to the general inspection of the Government would detract from the usefulness of that institution?

A.—No; not at all.

Q.—Then there would be no objection to the change on public grounds?

A.—I do not see any.

BY THE CHAIRMAN.

Q.—Would there be any benefit?

A.—I was looking to it with regard to that, and I doubt very much if there would be any benefit.

BY MR. LAUDER.

Q.—But you see no objection on public grounds to the transference of the inspection and control of Upper Canada College to the Government directly?

A.—No.

BY DR. MCGILL.

Q.—In what does the supervision of the Committee of the Senate consist?

A.—I do not think there is any code of regulations drawn up defining what they should turn their attention to. They have to look to the expenditure, and to all arrangements connected with the institution. If they choose they can go and examine the forms, but I am not aware whether they have done so or not. Reports are continually coming before the Senate from Upper Canada College.

BY MR. RYKERT.

Q.—Who compose the committee?

A.—The Chancellor and Vice-Chancellor *ex officio*, and three members who have been graduates of the University—at present, Dr. Larratt Smith, Mr. Maclean, and Mr. Morris. The point I particularly referred to, in this connection, when last before the Committee, was that it should not be supposed that the Senate Committee are responsible for the efficiency of the Institution. That they certainly are not. The Principal is responsible for that. They assist the Principal, but they are not supposed to take the reins out of his hands. If they did it would not be possible to carry on the Institution satisfactorily.

BY MR. LAUDER.

Q.—Is there any other inspection of the Institution besides this inspection by the Senate Committee?

A.—The Members of the Senate always get notice of the examinations at the College, and at these examinations any one can ask any questions he likes.

Q.—At the public examinations?

A.—Yes.

BY MR. McDougall.

Q.—Upper Canada College being a preparatory institution for the University, is it not a wise arrangement that a Committee of the Senate should be the supervising body?

A.—Upper Canada College has gone through so many changes, that it would be very difficult to say which system is the best. Originally the Principal of Upper Canada College was a member *ex officio* of the King's College Council. He occupied that position for some time. This was the case during all the time that I was connected with Upper Canada College. Then an Act was passed, by which Upper Canada College was erected into a separate corporation, which passed statutes for its own regulation. This was found not to work well, and the College was finally placed under the charge of the Senate Committee by the Act of 1853, so that it is now closely connected with the University. In the Bursar's Office fiscal duties are discharged with reference to Upper Canada College as well as to the University and University College.

Q.—Do you think there can be anything more injurious to an institution of learning, than a feeling through the country that the endowment of that institution may be interfered with at any moment?

A.—Such a feeling would of course be most injurious to its interests.

BY MR. FERRIER.

Q.—Do you consider that this Committee of the Senate maintain generally a faithful supervision over Upper Canada College?

A.—I have no reason to doubt that they do so. Some of the members of the Senate have asked—would I not act on the Committee? I have always declined, as a matter of delicacy; having myself at one time been Principal of the Institution, I did not care to undertake any duty which would lead me to interfere in any way with the existing Principal.

BY MR. CUMBERLAND.

Q.—By whom are the Masters of Upper Canada College appointed?

A.—By the Government.

Q.—On the recommendation of the Senate?

A.—I think so, when the matter was referred to them; but such reference is optional.

Q.—Do the Senate, or the Committee of the Senate, control at all the course of instruction in Upper Canada College?

A.—Yes; the Senate control it completely. They can pass statutes for the regulation of every part of the establishment.

Q.—Then regarding Upper Canada College as a feeder to the University, do you see a direct advantage in the Senate being so enabled to control the course of education in Upper Canada College, as to fit it for that service?

A.—Yes. And that appears to me to be one of the reasons why the institution should be under the supervision of a Committee of the Senate. If the Senate pass a statute, making certain alterations in the course of instruction in Upper Canada College, I think it is a very natural thing for them, through a Committee, to find out whether that statute is carried out or not, and if it is not carried out, why it is not. I know that some very important points, in the reference to Upper Canada College, have been brought before the Senate by the Committee.

BY MR. LAUDER.

Q.—You have said that the course of study in the College was laid down by the Senate, and that they expected this to be carried out under the direction of the Committee of the Senate. In another part of your evidence, you stated that the Principal is alone responsible for the management of the institution. In saying so, did you have reference to the scholastic management, or the financial management, or both?

A.—The financial management is really with the Bursar. The Principal is the officer, solely responsible for the efficiency of the Institution. He acts with the Committee: of course, if he is interfered with by the Committee, and they take a course in opposition to the wishes of the Principal, they are responsible for any change they may introduce.

Q. Under whose direction are the expenses incurred, in connection with the Institution, and on whose responsibility?

A.—Some of them are fixed by statute. As regards those not fixed by statute, the Principal would have charge of them.

Q.—Then the Bursar would only have to pay any disbursement or expenditure recommended by the Principal?

A.—I do not know how that is. In my time it was so; the Bursar paid whatever order I signed.

Q.—Suppose that is so, and that expenses are incurred on the recommendation of the Principal, is the Principal expected to report at any stated period to the Senate as to his expenditures?

A.—The Committee of the Senate would certainly look after that. I am not

minutely acquainted with the existing system, but I am sure if there had been any expenditure of that kind, the Committee would report. The ordinary expenditure will go on, of course, under the supervision of the Principal and the Committee, and if there be any extraordinary expenditure, it will be sanctioned by the Senate and carried out by the Committee.

By MR. RYKERT.

Q.—Is not the whole matter of regulating salaries, fees, &c., provided for by the statute of 1853?

A.—Yes.

By MR. CUMBERLAND.

Q.—Is not the Principal of Upper Canada College directly under the control of the Senate?

A.—Certainly.

Q.—Therefore his responsibilities would simply be as an administrator for the internal government of the institution?

A.—According to my idea, if the Institution be conducted exactly in accordance with law, there are certain statutes passed prescribing the course of instruction, &c., and you expect the Principal, as the executive officer of the institution, to carry them out. If there be any failure of carrying out these things, instead of looking to the Committee, you would look to the Principal. If he did not carry them out, then, through the Committee, you could exercise a control over him.

Q.—Under what authority was it that the conduct of the late Principal was investigated by the Senate? Was it because the Principal was responsible to the Senate, and they had the authority, or did the authority come from the Government for that investigation?

A.—There was a complaint brought before the Senate, and in repelling this complaint charges came up against the Principal, and these were investigated also. We were then fortunately in such a position that we were pretty sure of acting legally and correctly, because Mr. Blake, the Chancellor of Upper Canada, was also our Chancellor, and we investigated the matter with him. We had counsel also.

By MR. COYNE.

Q. Does the Senate determine the curriculum of study in the Grammar Schools?

A.—No; it is determined by the Council of Public Instruction.

Q.—Does it determine that of Upper Canada College?

A.—It could do so.

Q.—Or is it entirely under the control of the Principal?

A.—No.

Q.—Does the Senate determine the text-books to be used in Upper Canada College?

A.—That is left to the Principal. Sometimes, even in laying down a course of study, the text-books are not defined. For instance, in the University, there are some subjects with reference to which we do not fix the text-books at all, but leave it to the Teachers to choose what text-books they like.

Q.—Is it not desirable that the text-books used in Upper Canada College and in the Grammar Schools should be the same?

A.—There would be, in some respects, a great advantage in having the same text-books. In my time there was a considerable difficulty arising from the difference in the text-books, particularly with reference to the Exhibitions. I induced the Council to establish the Exhibitions now existing in Upper Canada College. We used at that time, following the practice of my predecessor, the Eton Latin Grammar, and the boys learned all the rules in Latin. But, as regarded the boys who came up from the Grammar Schools, I had to invent a different mode of examination, as they had learned the English rules.

Q.—As regards these Exhibitions, is it desirable that they should be continued in Upper Canada College?

A.—I do not think they are so necessary now as they were formerly. They were established at a time when there was no University.

*Q.*—Please to state fully your reasons for thinking they are not so desirable now.

*A.*—The great object I had in view in the establishment of them was to raise the Grammar Schools, and I think they exercised a most beneficial effect in that way. Sometimes the boys from the Grammar Schools beat the boys of the College.

*Q.*—Do you not think the existence of Exhibitions in Upper Canada College is an inducement to boys to leave the Grammar Schools, in order to go to Upper Canada College?

*Q.*—In my time, if a boy wished to go back to the Grammar School, holding his Exhibition, he could do so.

*Question repeated with the addition.*—Do you not think the system militates injuriously against the Grammar Schools?

*A.*—As a matter of course, if you have Exhibitions or Scholarships in any establishment, you will induce boys to go to the establishment where they are. The proof that this is their natural tendency is to be found in the fact that Hellmuth College has established Scholarships in order to get the best boys to go there.

*Q.*—Then you would consider that the system injuriously affected the Grammar Schools?

*A.*—You will allow me to answer the question more fully than I can with a simple yes or no. Of course the Grammar School Masters would be better pleased if they could retain their own boys and send them up from their own schools to the University, instead of through an intermediate institution. But I feel persuaded of this, that many of the boys who come up to Upper Canada College, and go on to the University, if not sent up to Upper Canada College would not have been kept on at the Grammar Schools. The Grammar Schools would have lost them under any circumstances.

*Q.*—Have you any reason for coming to that conclusion?

*A.*—There are some boys, who, I knew if they had not succeeded in obtaining exhibitions and gone to Upper Canada College, would have been taken away from the Grammar Schools by their parents and sent to business. The great difficulty the Grammar Schools have, as compared with Upper Canada College, seems to me to be this, that they cannot keep the boys long enough. Their parents are not satisfied to leave them there.

*Q.*—I do not think you have given an answer to my question as direct as I would like. I wish to know your opinion, whether the system has an injurious effect on the Grammar Schools, and, if so, why? If the other way, your reason for that opinion?

*A.*—It is in this respect it would be injurious to the Grammar Schools, that they would lose the boys that went to Upper Canada College—supposing that, but for those exhibitions, the boys would have continued in the Grammar Schools. In some cases they would not have continued, and in those cases there could be no injurious effect. But it is believed to be injurious to the reputation of the Grammar Schools in the estimation of those who do not understand the subject, inasmuch as it leads them to the belief that the Grammar Schools cannot prepare boys for the University. Now in some Grammar Schools it is the fact that they can be prepared very well. I do not know that in any other way it would be injurious, except in such cases as this—a Grammar School Master has under his charge a clever boy, and is anxious he should continue with him till he is fit to go up and do well at the Matriculation Examination; if the boy meanwhile is sent to Upper Canada College, the College gets the credit with regard to him, which is, of course, very annoying to the Grammar School Master.

*Q.*—I understood you to say that you did not consider these Exhibitions necessary now?

*A.*—I do not consider them necessary.

#### BY THE CHAIRMAN.

*Q.*—Is it not an advantage to the country to have Exhibitions given at some institutions?

*A.*—Certainly.

*Q.*—Then would it not be to the advantage of the country to have as many of those exhibitions as possible?

*A.*—I think so. I think, as I mentioned on a previous occasion, that it would be a

very great advantage to the Grammar Schools, if the respective counties were to establish exhibitions in them. These would keep the best boys on at these schools. If this were done, I do not believe we would hear any objections whatever with regard to these exhibitions.

BY MR. CUMBERLAND.

Q.—Do you, or do you not, believe that the establishment of these exhibitions in Upper Canada College affords an entrance to University education to many Grammar School boys who, but for these exhibitions, would never have obtained it?

A.—I do not know. I have always felt this difficulty—even when I established them, I had a doubt whether it would be well to allow the boys in the College to compete or not. But if I had thrown them open merely to the Grammar Schools, then there would have been the objection that the funds of the College were being used for the support of the Grammar Schools, and not of the College itself. I think it would be very advantageous, if there were exhibitions for the Grammar Schools alone, without competition with the College boys; but I do not see how you can use the funds of the College for exhibitions, to be held only by Grammar School boys, without allowing the College boys to compete.

(Mr. Cockburn, the Principal of Upper Canada College, here stated, at the request of Mr. Cumberland, as a foundation for questions to the witness under examination, that in Upper Canada College at present, there are four exhibitions in cash of the aggregate value of \$240 per annum, and eight of free tuition of the aggregate value of \$320 *per annum*, making a total of \$560.

Q.—There being 12 exhibitions in Upper Canada College, of the aggregate value of \$560, what proportion would be given to each Grammar School, if equally divided among the 104 Grammar Schools of the country?

A.—Something over \$5 to each school.

Q.—In your opinion, would that be any material assistance to the Grammar Schools?

A.—It would be but very little.

Rev. Dr. RYERSON, Chief Superintendent of Education, was next called.

BY MR. CHRISTIE.

Q.—To what class of our Schools does Upper Canada College most nearly correspond?

A.—I suppose it corresponds most nearly to the Grammar Schools.

Q.—Have you had any reason to change the opinion you expressed in 1861, if I am correct, to the effect that Upper Canada College is but a Union of a Common and a Grammar School.

A.—No; I have had no reason to change it.

Q.—What do you understand the peculiar functions of Upper Canada College to be, as distinguished from those of our better Grammar Schools?

A.—I do not know of any functions it sustains different from those of the Grammar Schools. It is a preparatory institution for the University, and that is the object of every Grammar School. The work and relations of the Upper Canada College and the Grammar Schools are the same in that respect.

Q.—Is not a very considerable portion of the attendance at Upper Canada College made up of pupils whom the Grammar School Inspector would exclude from the County Grammar Schools?

A.—I have not the least idea. I do not know anything about the internal working of the Institution.

Q.—Would the efficiency of Upper Canada College be diminished by its conversion into the County Grammar School of Toronto, making it amenable to the Grammar School Act, and paying it according to the attendance of pupils qualified to pass the Inspector's examination?

A.—I cannot answer that. It is simply a matter of opinion.

Q.—State your opinion?

*A.*—My own opinion is that Upper Canada College should not be converted into the Toronto Grammar School.

*Q.*—Please state your reasons for that opinion?

*A.*—I think that Upper Canada College was established under such circumstances, and that it has such a history, that making it merely the Toronto Grammar School would not be beneficial to the country.

*Q.*—Does not the practice of paying to Upper Canada College a very large sum of public money, irrespectively of the attendance, or of the work done, exert an unfair discrimination in favour of that Institution, as against the other Grammar Schools of the Province?

*A.*—Undoubtedly.

*Q.*—Would not the making of Upper Canada College, amenable to the Grammar School Act, have the effect of concentrating the attention of the masters on pupils of Grammar School age?

*A.*—Certainly—the same as the attention of the masters of any of the other Grammar Schools of the Province.

*Q.*—Would it not be desirable to use the same text-books in Upper Canada College and the Collegiate Institutes, as in the Grammar Schools?

*A.*—I think so—and for this reason, that the text-books in use in the Grammar Schools have been selected by the most competent persons in the country. I have personally had nothing to do with the selection of those text-books. It has been done by what is called the Text-Book Committee of the Council of Public Instruction, with the counsel and advice, or suggestions of other qualified persons. Of that Committee, Dr. McCaul, the President of University College, is the Chairman. It also includes Dr. Ormiston, Dean Grassett, and Dr. Barclay, and in preparing both the course of instruction for the Grammar Schools, and the list of text-books to be used in the Grammar Schools, they examined various text-books which were furnished to them, and had also the benefit of the suggestions of Mr. Young, the Inspector of the Grammar Schools, and Mr. Tassie, Head Master of the Galt Grammar School. It was under such favourable circumstances that the course of study, extending over five years, was prescribed, and the text-books to be used in that course of study selected by them. I think such a Committee are much more competent to determine the course of study, and the text-books to be used in the prosecution of that course of study, than the individual Principal of Upper Canada College can be. Therefore I think that the same text-books ought to be used in Upper Canada College that are used in the Grammar Schools. And as regards the exhibitions, Dr. McCaul has stated that, in former times, the candidates for exhibitions, who were taught in the Grammar Schools, laboured under great disadvantage when they came up to Upper Canada College, the pupils of which had used the Eton Latin Grammar, while they had learned the English rules. A similar disadvantage exists now, as the subjects of examination for the exhibitions relate to the text-books used in Upper Canada College; and when boys from the Grammar Schools gain exhibitions in so disadvantageous a competition, it is all the more honourable to the schools from which they come, and to the masters under whose instruction they have been, as well as to the pupils themselves. Under the present system, there is no basis for a comparison between Upper Canada College and the Grammar Schools. You have a five years' course of study in the Grammar Schools, and five or six forms in Upper Canada College. But if you wish to compare a boy of the first or second year in a Grammar School, with a boy of the first or second form in Upper Canada College, you cannot do it. The course of study is not the same—the text-books are not the same—some of the subjects are not the same. The terms of comparison are wanting, and therefore it is not possible to compare the efficiency of any Grammar School in the country with the efficiency of Upper Canada College, unless it be from the result in obtaining scholarships. And when we consider that Upper Canada College receives more than a great many of the Grammar Schools, it is a wonderful thing in my estimation that, as stated by the President of University College the other day, the Grammar Schools should win one-half of the honours and scholarships as against Upper Canada College. It is like one man beating twenty men; because Upper Canada College receives perhaps twenty times as much as a Grammar School; and yet that Grammar School, in half the instances, beats Upper Canada College.

in the competition, according to the statement made to this Committee the other day. I think the fact is highly honourable to the Grammar Schools ; and if the same course of study were pursued, and the same text-books used, the advantage, I think, would be still greater on the side of the Grammar Schools. And I see no reason why one single Grammar School in the country should use text-books not used in the others, thereby breaking up the harmony and unity of the system. I think, when the learned gentlemen I have alluded to, have selected these text-books, and prescribed this course of study, it would have been for the benefit of the country at large that their recommendations should have been respected in Upper Canada College, and that this would tend to make Upper Canada College more efficient. As the examinations and the very forms of the questions are based on the text-books, it would be more creditable to Upper Canada College, and more beneficial to Grammar School instruction generally, if the same text-books and subjects of examination were prescribed. I am sure the President of University College would bear me out that I have not dictated in any way to the members of the Council of Public Instruction with regard to these matters—that I have adopted their opinions, and that there has been unity in the Council. I have said to them—"You are more competent than I am to deal with these matters ; you have had more experience than I have had ; I will simply record your views, and carry them out to the best of my ability." And I think, when Upper Canada College is endowed for Grammar School purposes, and Grammar Schools for the same purposes, that in all fairness and justice to the Grammar Schools generally, Upper Canada College should be made to do the same work, and in the same way, that they do. When Grammar Schools, on an average, receive \$500, or \$600, while the endowment of Upper Canada College, according to the returns, I believe is some twenty times one of those sums ; and when we know that money is the sinews of war, and when we consider the great ability of the masters, it is clear, I think, that the Grammar Schools have no fair chance in the competition.

BY THE CHAIRMAN.

*Q.*—There are 104 Grammar Schools in the country. What is the grant to those 104 Grammar Schools ?

*A.*—Last year, \$53,691.

*Q.*—And Upper Canada College has an endowment, it is stated, of \$12,500—the amounts in this case and in the case of the Grammar Schools being exclusive of fees. What was the proportion of matriculants at the University from Upper Canada College ?

*A.*—I have not the least idea. I was referring to the statement of Dr. McCaul the other day, when he said half the honours and scholarships were taken by boys from the Grammar Schools.

(Rev. Dr. McCaul here remarked in explanation that what he had said, was "half the honors.")

Mr. COYNE raised the point of order, that Mr. Christie should be allowed to complete his examination of the witness before other members put questions.

The CHAIRMAN.—I apprehend the Court has always a right to make inquiries at any stage of the proceedings, and I take it the Chairman stands in that position.

WITNESS asked to be permitted to make an addition to his previous answer, as follows :—I said that Upper Canada College receives twenty times as much as one of the Grammar Schools. There are 104 Grammar Schools. The public grant to them is \$53,000. Divide that by 104, and you have, as the average allowance to the Grammar Schools, a little over \$500 to each—and I believe the endowment of Upper Canada College is twenty times that much. I assign that as a justification of my remarks.

*Q.*—Well, we want to see the work that is done. The Grammar Schools get \$53,691, and send—how many pupils to the University ? What is the average attendance at the Grammar Schools ?

*A.*—According to the latest returns in my hand the number is 5696. That is the number of those who are admitted on the examination of the Inspector. I did not say what proportion of pupils the Grammar Schools send to the University. I do not know anything about that. I was speaking of the honors in the University, not the numbers.

Dr. McCaul stated the other day, and it made a strong impression on my mind, that one-half the honors were won by the boys from the Grammar Schools as against Upper Canada College ; and, of course, this was done by the Grammar Schools, not working jointly, but working separately and individually.

*Q.*—Then the 5,700 pupils of the Grammar Schools take as many honors as the 229 pupils of Upper Canada College ?

BY MR. McDougall.

*Q.*—And the \$53,000 to the Grammar Schools give as many pupils to the University as the \$12,500 to Upper Canada College ?

BY THE CHAIRMAN.

*Q.*—Suppose that by the use of particular text-books a boy qualifies himself for admission to the University, and Upper Canada College sends so many to the University who are successful, does not that indicate that the text-books and the teaching in Upper Canada College must be beneficial ?

*A.*—I do not think the results of the examinations in the higher subjects depend so much on the text-books as those of the examinations in the lower subjects. I was referring to competing for Exhibitions. When it comes to the higher subjects, I do not know that the use of particular text-books is material. At the same time, I know that if the text-books selected by such gentlemen as I have named are good for the Grammar Schools generally, they ought to be good for Upper Canada College also.

BY MR. CUMBERLAND.

*Q.*—When were these text-books adopted ?

*A.*—They were selected many years ago.

*Q.*—When was the present list of text-books revised ?

*A.*—Two years ago.

*Q.*—Could you from memory say whether there are any, and if so, how many of these text-books of which the teachers in the Normal School, or the officers of the Education Department, are authors ? Are there any ?

*A.*—Only one or two. Dr. Sangster is the author of the Arithmetic and the Algebra used, but there is an option as to the Algebra.

*Q.*—Are there any others ?

*A.*—Not that I am aware of.

*Q.*—Is there in Geography ?

*A.*—That is in the Common Schools. The Grammar Schools have classical Geographies.

*Q.*—Are you aware whether these text-books for the Grammar Schools were adopted with any special reference to the matriculation examination of any University ?

*A.*—Certainly ; for the Grammar School law prescribes that the course of study shall be with a view to matriculation in the University of Toronto, and not any other University. And the Grammar School course, whatever one's opinion may be in regard to it, has been framed with special reference to that.

*Q.*—I understand you to intimate that the Grammar Schools were efficient, or ought to be efficient feeders to a University. If that is so, what were your reasons for recommending the establishment of Collegiate Institutes ?

*A.*—For this reason, and a very good reason, which, I think, was assigned by the President of University College the other day, that in the infant state of the country, and with their very limited means of support, you cannot expect that all the Grammar Schools can be equally efficient. In the scheme of Collegiate Institutes, it is designed to give encouragement to those places where there is local enterprise and intelligence, and liberality sufficient to erect the buildings, and to provide masters to the number of four, of sufficient merit and reputation to gather pupils round them—boys engaged in classical studies to the number of 70. Under such circumstances, it is proposed that the liberality of the city or town where such an institution may be established, shall receive further

encouragement, and by such a union of ability and means, of course more efficient institutions would be established.

*Q.*—In your opinion, does Upper Canada College represent something like what you propose?

*A.*—Yes; I have not intimated at all that I think the endowment of Upper Canada College should be withdrawn.

*Q.*—I was not asking you that. I understand you to say that, in your opinion, Upper Canada College is similar to your proposed Collegiate Institutes?

*A.*—Yes.

*Q.*—Then, if so, the Collegiate Institutes that you have proposed are not intended to supply something not now existing?

*A.*—I did not intend to convey the idea that these Institutes will supply what does not now exist. They would supply more efficiently the instruction which is now given in a more imperfect degree in the feebler institutions. I hold out the system of these Collegiate Institutes as an encouragement to local enterprize; so that a town like Galt, or any similar place, if it erects the necessary buildings, will receive sufficient encouragement to enable it to have an institution with 4 masters, and classical pupils to the number of 70. I look to these Collegiate Institutes as being ultimately local colleges in the different parts of the country.

BY MR. CHRISTIE.

*Q.*—If Upper Canada College were transferred to the control of the Education Department, would it be necessary to provide additional machinery for the administration of its affairs?

*A.*—I do not know that any improvement could be made in transferring the control. I referred simply to the laws, regulations and instructions of the course of study.

*Q.*—Would not a very material saving be effected by such a transfer?

*A.*—I cannot say. If I had anything to do with the Department, I should be sorry to undertake to manage more than I have.

*Q.*—Would not the endowment be thus relieved of a large expense at present incurred in the management of the Bursar's Office?

*A.*—I am sure a business man has more idea of that than I have. Perhaps I may be allowed to say that I should be sorry indeed—and always opposed the proposition—that the Council of Public Instruction should have the control and management of any property at all. All they have to do is with instruction and not with property. We might, perhaps, manage matters even worse than others.

*Q.*—Who should have the management?

*A.*—I think you are more competent to judge of that than I am. I think there was formerly a Board. There is a Committee appointed by the Senate. I do not know anything defective in their management.

*Q.*—Mr. Cockburn in his statement, pages 21 and 22, calculates that out of the annual revenue arising to Upper Canada College from the endowment, and amounting to \$12,500, but \$9,000 is actually available for the purposes of education. Now would not the transfer of that endowment to the management of the Crown Lands Department, and the transfer of the Permanent Fund to the management of the Provincial Treasurer, render available for Grammar School purposes a much larger proportion of the nominal revenue than the amount above stated?

*A.*—If it were managed by the Crown Lands Department without expenses, I suppose there would be a saving; but I cannot be a judge of that.

*Q.*—Does not the practice of paying to Upper Canada College a very large sum of public money, irrespective of the attendance or work done, exert an unfair discrimination in favour of that institution as against the other Grammar Schools of the Province?

*A.*—I think it does. The President of University College stated the other day that he would not be willing to submit to interference in the examination of his pupils by another. The reason of the examination, in regard to Grammar Schools, is that the aid depends on the number of pupils; and hence trustees and masters are found to admit into the schools pupils who are not qualified, simply in order to increase the proportion of the grant. If the Grammar School Fund were distributed on another principle than one

of average attendance, every master might examine his pupils, but when the allowance depends on the number of pupils, it becomes necessary to have an authority to examine the pupils, and that authority had been transferred to the Inspector of Grammar Schools. This had very much increased his duties as well as responsibility. For this reason, masters were incompetent to examine and admit pupils into their own schools. Upper Canada College receives its endowment independent of attendance, and no other Grammar School in the country does so.

*Q.*—Provided the total grant to Toronto from the Grammar School Fund were proportionate to the total number of fully admitted Grammar School pupils, would it not be competent for the County Grammar School Trustees to determine whether all their boys should be taught in the same school, or in two buildings remote from each other?

*A.*—I suppose so.

BY THE CHAIRMAN.

*Q.*—The meaning of the question is, would the Grammar School Trustees have the power of having two Grammar Schools?

*A.*—Not under the present Grammar School Act, unless with the sanction of the County Council. Then power is limited by the resources of the Grammar School Fund.

BY MR. COYNE.

*Q.*—Does any reason occur to you as sufficient why Upper Canada College should be exempted from the system of inspection pursued in regard to other Grammar Schools?

*A.*—No. I may remark that the Principal of Upper Canada College objected to the inspection of Upper Canada College, because there is a Committee of revision or oversight. It will occur to the Principal that there is a great difference between the oversight of a body and inspection. The former would have regard to the management of the institution, and the latter would ascertain its teaching results as compared with other institutions.

BY MR. RYKERT.

*Q.*—Is it examined?

*A.*—I never heard of it; and looking at the gentlemen on the Committee, I should say they were no examiners. An ability for examination implies practice in teaching.

BY MR. CHRISTIE.

*Q.*—Would it, in your opinion, be more derogatory to Upper Canada College than to any other Grammar School to be placed under such a system of inspection?

*A.*—No. The Inspector of Grammar Schools is the ablest man and the most competent to do the work to be found in the country. It would not be derogatory to any institution to be inspected by a gentleman like Professor Young, or Mr. Mackenzie—the latter being a gold medallist of old King's College and holding a high reputation as a teacher.

*Q.*—Are the qualifications of the masters of Upper Canada College, so far as they have fallen under your cognizance, sufficient to create in their favour a special exemption from the supervision applied to other Grammar Schoolmasters?

*A.*—I do not pretend to judge of the qualifications of the masters of Upper Canada College. I do not think the inspection of the institution to be determined by the qualifications of its masters at all. The inspection is to satisfy the public as to the work done, its nature and extent. In England, the Government Inspectors do not abstain from inspecting one school and inspect another, because they think the master of the one more competent than the other.

*Q.*—Are not many of our Grammar Schools largely attended by pupils from distant parts of the Province?

*A.*—Some of them—a few of them.

*Q.*—Would they, on that ground, be correctly designated as Provincial Institutions?

*A.*—In one sense they are Provincial, because they contribute to Provincial interests; but not in another sense, because they are under local management. They are public

institutions, inasmuch as they contribute to the general sum of public education and intelligence.

*Q.*—You are a member of the University Senate?

*A.*—Yes, but I have not attended for years.

*Q.*—Can you state how often the regular meetings of the Senate are held?

*A.*—No.

*Q.*—Can you say how many constitute a quorum?

*A.*—No, I am not able to state that. My impression is not exactly in accordance with Dr. McCaul's statement the other day. It is that eight constituted a quorum.

Dr. McCaul came forward and said—I was right in my statement referred to. I may also mention that I expressed a doubt as to the average attendance at meetings. I found it impossible to form in my mind any definite idea of it. But I had an examination made since, and find that I was right within a fraction. The Senate was composed of 47 members, and the average attendance during the last three years was about 8.

Dr. Ryerson.—Perhaps Mr. Christie would allow me to add. I assigned a reason why I thought that the same text-books should be used in all the schools. I stated the disadvantages under which I thought pupils laboured in coming up for examination in consequence of using different text-books. Another disadvantage arising from that source is that when persons are taught in Upper Canada College, and matriculate into the University, and then graduate and become masters of Grammar Schools, they are not acquainted with any of the text-books used in the Grammar Schools—they are unacquainted with the tools used for the instruction of the pupils. They therefore labour under a disadvantage. In the view that Upper Canada College is an institution for training young men, who may become masters of Grammar Schools after going through the University course, it is important that they should be familiar with the text-books used in the Grammar Schools.

By Mr. CHRISTIE.

*Q.*—What is the average cost of each Grammar School pupil per annum?

*A.*—I cannot tell the average cost. But from the public grant, I observe that the apportionment to Grammar Schools is at the rate of \$9.25 per pupil per annum.

By Mr. CUMBERLAND.

*Q.*—Is that the total cost?

*A.*—No.

By Mr. BEATTY.

*Q.*—What is the cost of Upper Canada College to the Government?

*A.*—The total receipts for Grammar Schools amounted to \$134,579. Out of this, \$53,691 is apportioned from the Grammar School Fund. The rest is obtained from local sources—some \$81,000.

By Mr. CHRISTIE.

*Q.*—About half the amount is derived from local sources?

*A.*—Yes; that is one of the conditions of receiving it. None are permitted to be returned by the Department as regular pupils, except those who have been passed by the Inspector. By the return, I see that the number of pupils is 5696. These are regular pupils.

By Mr. CHRISTIE.

*Q.*—What do I understand you to say is the amount of the Grammar School Grant from Government?

*A.*—\$53,691 last year.

*Q.*—And dividing that sum by the number of pupils, you arrive at the conclusion that it is \$9.25?

*A.*—Yes. And the cost of the Upper Canada College pupils, as shown by dividing their number, 214, \$125.00 is about \$59. I suppose that is it. I have not figured it out.

## BY MR. CUMBERLAND.

Q.—I think I remember your son was in Upper Canada College ?

A.—Yes.

Q.—Did he pass through the 5th and 6th forms ?

A.—No.

Q.—The Grammar School was established in Toronto at that time ?

A.—Yes. I forgot. I think my son was just entering the 6th form. His course was cut off by the Fenian invasion.

Q.—The Grammar School was then established in Toronto ?

A.—Yes.

Q.—Is the Grammar School of Toronto below the ordinary Grammar Schools in respect to education ?

A.—No.

Q.—Rather higher ?

A.—Yes.

Q.—Why, then, did you send your son to Upper Canada College.

A.—Because there were able masters there, and the advantages there were superior. Upper Canada College ought to do a great deal more work and better, with the amount of assistance they have.

Q.—Were you induced to send your son to Upper Canada College, believing the education there to be superior to that in the Grammar Schools ?

A.—I cannot say that the education is better, but I thought the tuition better.

Q.—We found the average cost to the State of the education of pupils at Upper Canada College \$60 per annum. Do you think that excessive ?

A.—That is a matter of opinion. Looking at the Grammar School system throughout the country, I should say it really ought to be done for less.

Q.—Would you venture to say it is excessive ?

A.—I should wish very much to have that amount for Grammar Schools generally ; and if I had the means I would make them all quite equal to Upper Canada College.

Q.—Do you think \$60 a year excessive for tuition in an institution of that kind ?

A.—I really have no definite opinion on the subject. I think they could do with a great deal less. But I did not propose to dispossess Upper Canada College. But I should propose to make it more efficient than it is with the monies it possesses.

Q.—Do you think it unjust to the Grammar Schools of the country that any one institution should receive aid at the rate of \$60 per pupil ?

A.—I do not think so ; but I think it unjust, if they are competitors of that institution, that they should not have equal chances. But whether it should be interfered with, established as it now is, and forming part of a system, is another question. My own view is that it should be made the model institution of the country, and should not be placed in a position of antagonism to the Grammar Schools.

Q.—Some years ago was there a Model Grammar School in the city, and was it under the control of the Council of Public Instruction ?

A.—Yes.

Q.—Was not the number of pupils limited to 100 ?

A.—Nominally, I think it exceeded that.

Q.—Do you remember what the grant was ?

A.—It was only, I think, £1,000. I am not quite sure.

Q.—Mr. Cockburn stated it at \$6,000, with the grant from Parliament.

A.—I think it included the inspection of Grammar Schools.

Q.—Giving the Model Grammar School the advantage of the doubt, and supposing it were only \$4,000, it would be at the rate of \$40 a pupil in comparison with the \$9.25 for the ordinary Grammar Schools. Was the education of the Model Grammar School superior to that of the ordinary Grammar Schools ?

A.—Just the same as the Model Schools, in connection with the Normal School, are superior to the ordinary Schools. It was intended to be such, and any institution of that kind must, of course, be expensive. Its object is not to teach youth, but to show how youth should be taught. That was the object of the Model Grammar School. The ablest

men were selected for the institution : Mr. Ambery was chosen Classical Master ; Mr. Fitch for English, and Mr. Francis Checkley, who had obtained high honours in the Dublin University, was Mathematical Master.

*Q.*—You only speak as to teaching ability.

*A.*—Yes.

*Q.*—Were the text books used throughout the country at the time used in the Model Grammar School ?

*A.*—Yes ; and the Masters of the Grammar Schools were invited to come there, and came there in considerable numbers.

*Q.*—Do you think it would be advantageous that Upper Canada College should be inspected in conformity with the inspection of the other Grammar Schools ?

*A.*—Yes ; I think it should be subjected to the same regulations and inspections.

*Q.*—You controlled the Model Grammar School. Was it ever inspected ?

*A.*—I did control it. It was never inspected, because the masters there received a salary independent of the attendance ; so that whether it was large or small, it was of no consequence to them any more than to masters in the Model and Normal Schools. The masters of the Model Grammar School were also inspectors of the Grammar Schools.

*Q.*—Do you think the establishment of exhibitions in the Upper Canada College any injustice to the Grammar Schools at large ?

*A.*—No ; I never expressed that opinion. All I said was that pupils coming up from the different Grammar Schools were placed at a disadvantage when different text-books were used.

*Q.*—Will you say that the exhibitions at Upper Canada College are unjust to the other Grammar Schools ?

*A.*—I think there is an injustice. My opinion is that they draw away from these institutions their best pupils. There is something in the distinction acquired by competition, and something in the amount of the competition. The absence of it deprives masters of the encouragement and impulse to activity they would otherwise have. Its presence calls forth more efforts on behalf of the pupils, I think, than they would otherwise make.

#### By MR. McDougall.

*Q.*—You do not think that affects the pupils so much as the masters ?

*A.*—Yes.

*Q.*—Do I understand you to say that these exhibitions would be injurious ?

*A.*—I say that exhibitions in one institution, and not in another, operate to the advantage of the institution having them. But whether they are disadvantageous to the country or not, I do not say.

*Q.*—Did you ever propose in the Senate to establish special scholarships in the University in connection with the Model Grammar School ?

*A.*—I do not know but I did. I am not certain. I proposed to confine the scholarships to poor young men. I did not propose to have open scholarships, as now, to be competed for by rich and poor alike. An amendment of that kind will be found to be moved by me in the minutes of the Senate proceedings.

*Q.*—You proposed that they should be in exclusive connection with the Model Grammar School ?

*A.*—No. If I could refresh my memory I would be more definite, but I have no definite impression.

*Q.*—Was the Model School stopped ?

*A.*—It was on my own recommendation. I thought the particular purpose for which it had been established was accomplished—that it had given a tone to the Grammar Schools of the country ; and there were difficulties connected with its administration which would have made it expensive if continued. I submitted the matter to the consideration of the Government.

*Q.*—In doing so, did you not recommend that upon the Model School being abolished, Upper Canada College would be regarded as the Model Grammar School of the country ?

*A.*—Yes, I did ; and that question opens up another. The present Principal of Upper Canada College was the Rector of the Model Grammar School. I found him a

young man in Edinburgh who had not taken his degrees, but I selected him in preference to able and learned men, both in the English and Scotch Universities. Even the present Master of Rugby, Dr. Temple, conferred with me on the subject of this appointment, and not only Dr. Temple, but Mr. Goldwin Smith. But I told them that I thought the work was not suitable to gentlemen of their attainments and habits. There were candidates from Cambridge, Dublin, Edinburgh and Glasgow, but I selected the present Principal with the view of carrying out a system of education in this country. In connection with the Rector we established the Model Grammar School, with Mr. Ambery as Classical Master, Mr. Fitch as English Master, and Mr. Checkley as Mathematical Master; and when a vacancy occurred in Upper Canada College my view was to assimilate the two, and make Upper Canada College the Model Grammar School of the country. But the Rector of the Grammar School obtained the appointment, using my name, without my authority. This entirely defeated my arrangements, and the system that now prevails in Upper Canada College was established instead of that proposed by me. I proposed then, in communication with the Government, that in order that there should be no ground of complaint, and that the jealousy and hostility entertained to myself should not be an obstacle, I proposed an arrangement by which it should be the Model Grammar School of the country, and would be under the Senate of the University, instead of being under the Council of Public Instruction. If that were done a great saving would have been effected in different respects. But instead of that, the system adopted in Upper Canada College entirely severed it from the Grammar Schools of the country, and it now stands an anomalous institution in the country, and is no part of the general system.

*Q.*—I understand you to say that you recommended that Upper Canada College should become a Model Grammar School?

*A.*—I did so in connection with the system under which the Model Grammar School was established, not the present system.

*Q.*—If your recommendations were taken, the effect would be that Upper Canada College would be removed from the control of the University, and placed under the control of yourself and the Council of Public Instruction?

*A.*—Quite the contrary, as I just stated.

BY THE CHAIRMAN.

*Q.*—Do I not understand you to say that you wished the control of the College to be placed under the Senate of the University?

*A.*—Yes; so that the views we entertained should be carried out by the union of the Grammar Schools and Upper Canada College.

BY MR. LAUDER.

*Q.*—Your recommendation was made on personal grounds?

*A.*—Yes. Representations were made that I had inordinate ambition, and wanted the control of everything—even of the University itself. In order to silence these representations, I proposed that the institution should not be placed under my control, but that the views I expressed and the Government sanctioned, and for which the Legislature made an appropriation, should be carried out—which views have not been carried out.

BY MR. CUMBERLAND.

*Q.*—Do I understand that if, under your proposals, Upper Canada College should have become the Model Grammar School, and continued under the control of the Senate of the University, in that case would you have given the Senate the control of all the Grammar Schools of the country?

*A.*—Yes, I would. I proposed that.

*Q.*—Have you any objection to that course being taken now?

*A.*—No; if they had a member of the Government to take care of them, I would not want an unpaid body to have control. An unpaid body is generally an inefficient managing body. If anyone is paid and responsible the management will be efficient. If on my colleagues in the Council of Public Instruction—having to attend also to their own

affairs—rested all the responsibility of management, they could not devote to it that attention necessary. My proposition was that there should be a Minister of Public Instruction—a responsible paid man—to attend to, submit, and give effect to the regulations. I believe, if Upper Canada College had been established in that way, and the Senate of the University had thus assisted in the management of it, the Grammar Schools throughout the country would have been quite as efficient, and perhaps more so, than at the present time.

*Q.*—Do I understand you to say you recommended that not only should Upper Canada College be taken to be an institution which represented the Grammar School system, but that all the Grammar Schools might with advantage be controlled by the Senate of the University?

*A.*—I do not wish to be cross-examined in this way, and have a construction given to my words which I do not desire. I say that if Upper Canada College were made part of the school system, and were placed under the control of a responsible person appointed by public authority, that it would be one wheel in the general machinery of the system. But I do not think that to give \$12,000 to the Principal to adopt what books and system he pleases, is the best mode of disposing of any part of the educational funds.

Mr. Cumberland repeated his last question.

*A.*—Yes, if the Senate were under the control of a Minister of Public Instruction. My wish is that the Senate should stand at the head of the whole educational system of this country, as the University of Paris now stands at the head of public instruction in France.

*Q.*—Would you see any advantage in the Grammar Schools, as part of a great system, being divided from the Common Schools, and being under separate authority and administration?

*A.*—I do not see that any disadvantage arises. In France, the whole system is under the control of the University, down even to the Primary Schools. I never allowed myself to stand in the way of what I believed to be the general system of the country. In a letter submitted to the Ministry in 1852, I think I stated these views. It was with very great reluctance I came here. I desired not to take part in this question, but being brought here, I think it my duty to express my opinion in a straightforward way.

*Q.*—At the time you proposed that Upper Canada College should become the Model Grammar School, did you not propose to add to its endowment a Parliamentary Grant of \$4,000 a year.

*A.*—Yes. I did propose that as a means of assistance to render it in every way fit for training the Grammar School teachers of the country; and if that had been carried out, and we had been able to afford assistance, the Grammar Schools would have been greatly improved. That system is being adopted in Germany, and even in France. No man can be a teacher in the Imperial Colleges, except he has been trained in the Normal Schools—the condition of admittance to which is what is called a Bachelor's Degree.

*Q.*—Had your recommendation been adopted, Upper Canada College would have been in the receipt of \$16,000 a-year, instead of \$12,000?

*A.*—I did not know anything about that, for I did not know the exact amount of the endowment. I merely took the system into consideration.

*Q.*—I presume, when you recommended an increase of \$4000 a-year to Upper Canada College, you did not suppose it possible to raise her standard, and yet keep her within the limits of her then expenditure?

*A.*—I did not propose to raise the standard. But I proposed to make it a training school for the country, and that £1000 should go to it for that purpose, and that Upper Canada College should be a College or Normal training school in which the Grammar Schools of the country should be engrafted.

*Q.*—At that time, you did not consider the administration of Upper Canada College extravagant?

*A.*—I thought nothing about it at all. I proposed a new system. If I had the least idea that these questions would have come up, I would have examined the papers, but I have not thought of them for a number of years. If I had examined them, I could have given more explicit answers.

## BY MR. McDougall.

Q.—Do you suppose that the principal aim of the Grammar Schools—particularly in connection with the proposed change to High Schools—should be, preparing boys for the University?

A.—No. I did think that the Grammar Schools were more numerous than the wants of the country required for classical instruction. And I thought that the Act of 1865 would reduce the number of schools, and add to the efficiency of those which remained. That was my expectation. But it was not fulfilled. The weaker schools, which I supposed would be closed up, held on with surprising tenacity. My intention was to make them strictly classical schools; but I could not succeed. They then reduced and impaired the efficiency and standing of the Grammar Schools by the introduction of a large number of girls, to study classics, in order to swell the attendance, and thereby obtain larger means of support. The effect of this was the introduction of the new bill. The schools are now High English, as well as classical schools, and in order to have strictly, and, to a certain extent, exclusively classical schools, I proposed the establishment of the Collegiate Institutes. I found that the classical wants of the country were not commensurate with the number of Grammar Schools. I did suppose that the trustees would establish High English Schools in the different towns and cities of Canada, as in the United States. But they did not do so, and we were not able to bring sufficient influence to bear to induce them to do so.

Q.—Did you not expect these Collegiate Institutes to be useful to a great extent in giving preparatory education for the University to boys who did not live in one place?

A.—I think so. Boys intended for the University have facilities at Upper Canada College. And this brings up another point, namely, that I think they should have a good Common School education before commencing their classical education. They should not be as Dr. McCaul said—

The CHAIRMAN.—I would ask the witness, as our time is very limited, not to enlarge too much on the Grammar Schools or Common Schools, except so far as regarded Upper College.

WITNESS resumed.—In the last report of the Royal Commission, in the instruction of the middle classes, they expressed an opinion which I will read. This report is signed by such men as Lord Taunton, Lord Lyttleton, Dr. Hook, Dr. Temple, A. W. Thorold, F. Dyke Acland, jun., E. Baines, W. E. Forster, P. Erle, and John Stoorar. The report says:—“The best mode of dealing with Latin is probably not far from that suggested by Mr. Fearon. If boys were not allowed to begin Latin till the elements of an English education were thoroughly secured—for instance till they were capable of passing the highest standard of the Committee of the Council of Education”—this, they suggest, would be a great improvement. I believe if you take two boys of eight years of age, and give them school instruction till they are sixteen, and take one of them, and require him to learn the elements of English for four years, until he had reached twelve, and let the last four years be devoted exclusively to classical study, he would be a better classical and better English scholar than the other; and by pursuing that course you would give all the youth of the country, whether classically educated or not, provision for a good Common School education.

## BY MR. COYNE.

Q.—That paper in your hand purports to be from Upper Canada College, and gives the course of instruction there, look at that for the first form, is the qualification there as high as is required for the Grammar Schools of the country?

A.—I do not think it is; but Professor Young could tell better than I could.

Q.—Is that your opinion?

A.—I think it is, though not quite. I agree entirely with what Dr. McCaul said, that when boys were commencing classics, it was very necessary they should be placed under competent teachers.

Q.—As to Mr. Cumberland's question about making Upper Canada College the Model Grammar School of the country, would that not necessitate raising the standard of entrance for students of that institution?

A.—Yes.

## BY MR. CUMBERLAND.

*Q.*—As to the grants and cost would you look at the returns for 1861–62, and see if \$6,000 a year was not the amount of the grant to the Model Grammar School?

*A.*—Yes, it was.

*Q.*—Do you find that to be independent of all paid to Inspectors?

*A.*—It is so stated in the book.

*Q.*—The fact is, is it not, that the number of pupils in that school being limited to 100, and the grant being \$6,000, the average cost of each pupil was \$60 per annum?

*A.*—But that school was intended to be a training-school for the country.

## BY THE CHAIRMAN.

*Q.*—Is the expense of managing the Education Department at all increased by the Grammar School system?

*A.*—The work of it is very much increased, for we have to keep all the accounts. I cannot say the expense has increased; I cannot say what reduction of work would be made in the Department if we had not the Grammar School system to manage; the Department has charge of all the correspondence with the municipalities regarding the system; has the receiving of the reports of Inspectors and Trustees; has the examination of all the accounts; has to see the public grant properly appropriated, and a great deal of work altogether.

*Q.*—The sum of \$53,000 granted by the public is a grant paid in money?

*A.*—Yes.

*Q.*—It does not include that portion of the annual grant which is for library, &c?

*A.*—No

*Q.*—In estimating the cost to the country of each Grammar school pupil there are then other expenses than those named by you at first to be taken into account?

*A.*—Yes. There is the proportional expense of the Education Department which I have mentioned.

This closed the examination of the witness.

Mr. LAUDER moved, that all correspondence between the Government and the Chief Superintendent of Education, relating to the abolition of the Model Grammar School, be submitted to this Committee.—Carried.

The Committee then adjourned.



2nd Session, 1st Parliament, 32 Victoria, 1868.

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